

### **Wisconsin Advanced Manufacturing Pathway Education Network (WAMPEN) Agreement**

The following agreement shall document the partnership between Northcentral Technical College (NTC) and the D.C. Everest School District. Both parties will work collaboratively to provide Rigorous Programs of Study (RPOS) to learners in the D.C. Everest School District. As a participating school district in the Wisconsin Advanced Manufacturing Pathway Education Network (WAMPEN), the D.C. Everest School District agrees to be subcontracted in the amount of \$30,000 for the purpose of promoting and maintaining Rigorous Programs of Study (RPOS) in the D.C. Everest district.

#### **Under this project the D.C. Everest School District agrees to:**

- Identify and implement strategies necessary to implement a RPOS. Activities may include professional development activities for faculty and staff in a variety of areas; such as data entry, performance indicators, development of articulation agreements, etc. Equipment and supplies required for the implementation of a RPOS is also an allowable expense for this outcome.
- Provide for the acquisition and reporting of student level data required by MPR Associates and OVAE to form the basis of the evaluation of the outcomes of RPOS implementation.
- Provide for the creation and archiving of artifacts of the RPOS/WAMPEN project.
- Based on the identification of national meetings by OVAE, travel to and participate in the meetings to help disseminate the experiences and outcomes of the WAMPEN project as part of the RPOS grant.
- All Year One Project Deliverables will be addressed by the WAMPEN team at the local level, and delivered based on the due date identified by OVAE and as specified in the Cooperative Agreement (**Appendix A**).
- All expenditures will directly relate to the WAMPEN project and documentation will be provided to support these expenses quarterly. **Submission dates for expenditures are: November 1, January 1, April 1 and August 1. Documentation should be sent to the NTC WAMPEN Project Director.**

#### **Under this project, NTC agrees to:**

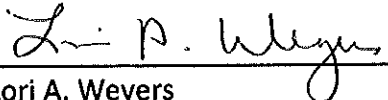
- Assist in the assessment and implementation of the essential components of a RPOS, and determine the next steps, including resources, required to fully implement a RPOS.
- Provide effective communication between the WAMPEN partners, including the key contacts at OVAE and MPR.



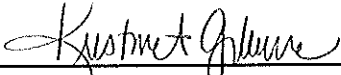
- Manage the information flow into and out of GRADS. Monitor GRADS for best practices from other states for consideration/adoption by the WAMPEN team.
- Provide support to each district as needed.
- Oversight of all Year One Project based on the due date identified by OVAE and as specified in the Cooperative Agreement (**Appendix A**).

This memorandum of understanding shall be effective beginning October 1, 2010 and valid until September 30, 2011, and may be renewed with the agreement of both parties with the renewal of the WAMPEN project by OVAE.

Accepted and agreed by:

  
Lori A. Weyers  
President Northcentral Technical College

Date: 4-14-11

  
Dr. Kristine Gilmore  
Superintendent – D.C. Everest Schools

Date: 4/19/11

Appendix A  
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Year One Project Deliverables and Schedule Status  
Deliverables Reporting Cycle: October 1, 2010 – September 30, 2011  
Delivery Schedule Status: Planning, In Process, or Submitted

**THE STATE (AND PARTICIPATING LEAs AUTHORIZED BY THE STATE TO SUBMIT DIRECTLY TO THE DEPARTMENT) WILL SUBMIT DELIVERABLES FOR APPROVAL 30 DAYS PRIOR TO APPROVAL DUE DATES INDICATED VIA GRADS\***

Program of Study Design Framework			Planning	In Process	Submitted	Approval Due Date
Legislation & Policies	1.1	Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.				8/15/11
	1.1.1	<i>Provide copies of state or local legislation/policies – specific references and pages indicated including any MOUs that outline the policies of and relationships among participating entities</i>				
	1.2	Establish formal procedures for the design, implementation, and continuous improvement of POS.				4/15/11
	1.2.1	<i>Provide copies of state and/or local legislation/policies – specific references and pages indicated including any MOU's</i>				
	1.2.2	<i>Submit procedures to include: meeting schedules/agendas, sign-in sheets, attendee lists</i>				
	1.3	Ensure opportunities for any secondary student to participate in a POS.				8/15/11
	1.3.1	<i>Provide event and activities materials information to include: agendas, sign-in sheets, attendee lists, copies of distributed materials or links, etc.</i>				
	1.3.2	<i>Provide any marketing materials, website info/links</i>				
	1.4	Require secondary students to develop an individual graduation or career plan.				8/15/11
	1.4.1	<i>Provide copies of state or local legislation/policies – specific references/pages indicated including any MOU's</i>				
	1.4.2	<i>Provide representative student files from each LEA evidencing such plan</i>				
	1.5	Provide resources for long-term sustainability of POS.				8/15/11
	1.5.1	<i>Provide copies of state or local legislation/policies – specific references/pages indicated including any MOU's</i>				
Partnerships	2.1	Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.				8/15/11
	2.1.1	<i>Provide copies of MOU's for each LEA with all partners' signatures</i>				
	2.2	Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.				8/15/11
	2.2.1	<i>Submit proof of analyses to include but not limited to: source(s) of research or documents with references or pages indicated, meeting schedules, minutes from minutes, sign-in sheets with identifying rosters of attendees, etc.</i>				
	2.2.2	<i>Proof submitted for 2.2.1 will support and align to the State-</i>				

		<i>selected POS and for each participating LEA</i>				
	2.3	<b>Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.</b>				8/15/11
	2.3.1	<i>Provide outline of linkages for each LEA ex: activities, initiatives with supporting documentation</i>				
	2.3.2	<i>Proof submitted for 2.3.1 will support and align with the State-selected POS for the State and for each participating LEA</i>				
	2.4	<b>Identify, validate, and keep current the technical and workforce readiness skills that are taught within a POS.</b>				8/15/11
	2.4.1	<i>Submit proof of analyses to include but not limited to: source(s) of research/documents with references or pages indicated, meeting schedules, minutes from minutes, sign-in sheets with identifying rosters of attendees, etc.</i>				
	2.4.2	<i>Proof submitted for 2.4.1 will support and align with the State-selected POS and for each LEA</i>				
Professional Development	3.1	<b>Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).</b>				8/15/11
	3.1.1	<i>Submit proof of professional development activities and initiatives for each LEA to include but not limited to: itineraries, agendas, attendees sign-in sheets, materials, hand-outs, PowerPoints, websites, links</i>				
	3.1.2	<i>Proof submitted for 3.1.1 will support/align to RPOS submitted for State and each LEA</i>				
	3.2	<b>Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).</b>				8/15/11
	3.2.1	<i>Submit proof of professional development activities and initiatives for each LEA, to include but not be limited to: itineraries, agendas, attendees sign-in sheets, materials, hand-outs, PowerPoints, websites, links, certificates issued, CEU's earned</i>				
	3.2.2	<i>Proof submitted for 3.2.1 will support/align to RPOS submitted for State and each LEA</i>				
	3.3	<b>Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.</b>				8/15/11
	3.3.1	<i>Submit proof of professional development activities and initiatives for each LEA, to include but not be limited to: itineraries, agendas, attendees sign-in sheets, materials, hand-outs, PowerPoints, websites, links, certificates issued, CEU's earned</i>				
	3.4	<b>Foster innovative teaching and learning strategies (see #9 below).</b>				8/15/11
	3.4.1	<i>Submit proof of professional development activities/initiatives for each LEA, to include but not be limited to: itineraries/agendas, attendees/sign-in sheets, materials/hand-outs, PowerPoints, websites/links, certificates issued/CEU's earned</i>				
Accountability & Evaluation System	4.1	<b>Include the "10 Essential Elements of A State Longitudinal Data System" identified by the Data Quality Campaign.</b>				8/15/11
	4.1.1	<i>As verified by site visit(s)</i>				
	4.2	<b>Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).</b>				8/15/11
	4.2.1	<i>As verified by site visit(s)</i>				
	4.3	<b>Yield valid and reliable data on key student outcomes</b>				8/15/11

		(indicators) referenced in Perkins and other relevant federal and state legislation.				
	4.3.1	As verified by site visit(s)				
	4.4	Provide timely data to evaluate and improve the effectiveness of POS.				8/15/11
	4.4.1	As verified by site visit(s)				
College and Career Readiness Standards	5.1	Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.				8/15/11
	5.1.1	Submit proof to include but not limited to: source(s) of research, documents with references, pages indicated, meeting schedules, minutes from minutes, sign-in sheets with identifying rosters of attendees, etc.				
	5.2	Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem-solving), which students must master regardless of their chosen career area or POS.				8/15/11
	5.2.1	Submit frameworks/state standards for each course identified in RPOS				
	5.2.2	Provide benchmark or crosswalk of frameworks/standards with nationally-validated knowledge and skills Ex: Career Clusters Knowledge and Skills <a href="http://www.careerclusters.org/resources/web/ks.php">http://www.careerclusters.org/resources/web/ks.php</a>				
	5.3	Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.				8/15/11
	5.3.1	Provide benchmark or crosswalk of frameworks/standards with nationally-validated knowledge and skills Ex: Career Clusters Knowledge and Skills and Common Core Standards				
	5.4	Incorporate industry-recognized technical standards that are valued in the workplace.				8/15/11
	5.4.1	Provide benchmark or crosswalk of frameworks/standards with nationally-validated knowledge and skills Ex: Career Clusters Knowledge and Skills				
	5.5	To the extent practicable, be internationally-benchmarked so that all students are prepared to succeed in a global economy.				8/15/11
Course Sequences	6.1	Map out the recommended academic and career and technical courses in each POS.				5/15/11
	6.1.1	Each State, or LEA authorized by the State, shall submit state-approved RPOS on template approved by Program Manager via GRADS. Sample approved templates: <a href="http://www.careerclusters.org/resources/web/pos.cfm">http://www.careerclusters.org/resources/web/pos.cfm</a> OR <a href="http://www.league.org/league/projects/ccti/cccluster.cfm">http://www.league.org/league/projects/ccti/cccluster.cfm</a>				
	6.2	Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.				5/15/11
	6.2.1	Each State, or LEA authorized by the State, shall submit state-approved RPOS on template approved by Program Manager.				
	6.3	Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.				5/15/11
	6.3.1	Each State, or LEA authorized by the State, shall submit state-approved RPOS on template approved by Program Manager.				

	6.4	Offer opportunities for students to earn postsecondary credit for coursework taken during high school.				5/15/11
	6.4.1	<i>Each State, or LEA authorized by the State, shall submit state-approved RPOS on template approved by Program Manager.</i>				
Credit Transfer Agreements	7.1	Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two- or four-year institution in the state that offers the POS.				8/15/11
	7.1.1	<i>Each State, or LEA authorized by the State, shall provide outline of system with explanation of step-by-step process including personnel responsibilities/duties. Supporting documentation will include but will not be limited to: personnel contact information as referenced and sample transcripts evidencing credit</i>				
	7.2	College credit will be automatically transcribed at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.				8/15/11
	7.2.1	<i>Provide sample transcript(s) with postsecondary contact information to verify process</i>				
	7.3	Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.				8/15/11
	7.3.1	<i>Submit "proof of" as specified with Human Resources documentation and as evidenced with schedules and/or course catalogs</i>				
Guidance, Counseling and Academic Advisement	8.1	Comprehensive guidance counseling and academic advisement systems are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.				8/15/11
	8.1.1	<i>Provide state/local framework for guidance/counseling standards to include a crosswalk of those standards to National Career Development Guidelines OR American School Counselor Association, etc.</i>				
	8.2	Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision-making.				8/15/11
	8.2.1	<i>Submit specific examples of such access and aligned materials. Include proof of dissemination methods, such as, pamphlets, links, agendas, etc.</i>				
	8.3	Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.				8/15/11
	8.3.1	<i>Submit specific examples of such information/tools to include aligned materials and proof of dissemination methods, such as, pamphlets, links, agendas, schedules, sign-in sheets, attendance numbers, etc.</i>				
	8.4	Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.				8/15/11
	8.4.1	<i>Submit outline of processes and personnel involved with specific examples of such resources to include examples of materials and proof of dissemination methods, such as, pamphlets, links, agendas, schedules, sign-in sheets, etc. Please provide personnel contact information.</i>				
	8.5	Provide information and resources for parents to help their children prepare for college and careers, including workshops				8/15/11

		<b>on college and financial aid applications.</b>				
	8.5.1	<i>Submit outline of processes and personnel involved with specific examples of such resources to include examples of materials and proof of dissemination methods, such as, pamphlets, links, agendas, schedules, sign-in sheets, etc. Please provide personnel contact information.</i>				
	8.6	<b>Offer Web-based resources and tools for obtaining student financial assistance.</b>				8/15/11
	8.6.1	<i>Submit listings of links and evidence of student utilization i.e. site visit counts</i>				
Teaching and Learning Strategies	9.1	<b>Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.</b>				8/15/11
	9.1.1	<i>Submit proof of professional development activities and initiatives for each LEA, to include but not be limited to: itineraries, agendas, attendees sign-in sheets, materials, hand-outs, PowerPoints, websites, links, certificates issued, CEU's earned</i>				
	9.1.2	<i>Submit sample lesson plans/curriculum outline documents and identify teachers in the team including contact information.</i>				
	9.2	<b>Employ contextualized work-based, project-based, and problem-based learning approaches.</b>				8/15/11
	9.2.1	<i>Submit proof of professional development activities and initiatives for each LEA, to include but not be limited to: itineraries, agendas, attendees sign-in sheets, materials, hand-outs, PowerPoints, websites, links, certificates issued, CEU's earned</i>				
	9.2.2	<i>Submit sample lesson plans/curriculum outline documents and identify teachers in the team including contact information.</i>				
	9.3	<b>Incorporate team-building, critical thinking, problem solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.</b>				8/15/11
	9.3.1	<i>Submit sample lesson plans/curriculum outline documents and identify teachers in the team including contact information.</i>				
	9.3.2	<i>Submit each CTSO membership list as well as sample event/activity schedules, numbers participating. Provide staff contact for each CTSO provided</i>				
Technical Skill Assessments	10.1	<b>Measure student attainment of technical skill proficiencies at multiple points during a POS.</b>				8/15/11
	10.1.1	<i>RPOS template should reflect multiple assessment points</i>				
	10.2	<b>Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.</b>				8/15/11
	10.2.1	<i>Provide list of assessments as aligns to the RPOS</i>				
	10.3	<b>Employ State-developed and/or approved assessments, particularly where industry-approved assessments do not exist.</b>				8/15/11
	10.3.1	<i>Provide signed documentation (by State-appropriate personnel) that each assessment aligned with RPOS is State-developed and/or approved.</i>				
	10.4	<b>Result in the awarding of secondary credit, postsecondary credit, or a special designation on a student's high school diploma.</b>				8/15/11
	10.4.1	<i>Provide evidence of credit awarded by sample transcript and as listed on RPOS OR sample student diploma with special designation</i>				
	10.5	<b>Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.</b>				8/15/11
	10.5.1	<i>RPOS template should reflect assessment points</i>				
	10.5.2	<i>Provide list of assessments as aligns to the RPOS including #'s of students participating and % of students passed</i>				

Deliverables: Evaluation and Dissemination	11.1	Complete self-assessment tool to assess the consistency of the implementation of the selected POS in the participating LEAs and the effectiveness of each of the 10 Design Framework components				12/3/10 6/15/11
	11.1.1	State and each authorized LEA will input information and data as required on monthly basis into GRADS and print reports as requested by ED				
	11.1.2	State and each LEA will complete self-assessment as follows: December 3, 2010 and June 15, 2011				
	11.1.3	State and each LEA will set ED-approved milestones for deliverables				4/1/11
	12.1	Utilize student outcome data to assess the progress of students enrolled in each selected POS.				8/15/11
	13.1	Define and collect baseline data to assess the progress of students enrolled in each selected POS				8/15/11
	14.1	Collect and report performance measures annually on the seven performance measures.				8/15/11
	14.1.1	Share a longitudinal data system that has the capacity to link and share data among systems housing different types of data, in order to collect valid and reliable data on the required performance measures identified in the Evaluation requirement.				8/15/11
	15.1	Implement a dissemination plan for the project.				4/15/11
	15.1.2	State and each LEA will submit dissemination plans listing specific events, activities, initiatives, conferences, etc. including anticipated participants, attendance, and related costs.				
	15.1.3	State and each LEA will submit the names of participants for programmatic and dissemination activities/events as identified by ED				
	16.0	Provide access to student record data for POS participants and comparison group.				3/1/11
	17.0	Provide data dictionary.				3/1/11

\* State will be responsible to the Department for all performance elements, data submissions, and deliverables under the RPOS project, including LEA information/data, performance, and deliverables, except that State may authorize its participating LEAs to submit information/data directly to the Department through the GRADS system.